

ABSTRAK

Sunawan. 2026. *Peningkatan Kemampuan Menulis Deskripsi Menggunakan Model Explicit Instruction Siswa Kelas V SD Negeri Wonosalam 1 Kecamatan Wonosalam Kabupaten Jombang*. Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Bambang Eko Cahyono M.Pd; (II) Dwi Rosita Sari, P.hD.

Kata kunci: *menulis, deskripsi, model pembelajaran, dan explicit instruction*

Penelitian ini bertujuan untuk mendeskripsikan dan menjelaskan (1) penerapan model *explicit instruction* dapat meningkatkan kemampuan menulis deskripsi siswa kelas V SD Negeri Wonosalam 1 Kecamatan Wonosalam Kabupaten Jombang dan (2) hasil belajar siswa kelas V SD Negeri Wonosalam 1 Kecamatan Wonosalam Kabupaten Jombang dalam mengikuti pembelajaran menulis deskripsi dengan model *explicit instruction*. Penelitian ini merupakan penelitian tindakan kelas dengan dua siklus penelitian. Simpulan penelitian ini adalah (1) penerapan model *explicit instruction* dapat meningkatkan kemampuan menulis deskripsi siswa kelas V SD Negeri Wonosalam 1 Kecamatan Wonosalam Kabupaten Jombang. Hal tersebut dapat diketahui dari hasil nontes yang meliputi hasil observasi, jurnal, wawancara, dan dokumentasi foto. Siswa yang pada siklus I cenderung pasif, bermalas-malasan, dan meremehkan penjelasan dan tugas dari guru berubah menjadi senang, aktif, dan serius pada proses pembelajaran. Selain itu, mereka juga terlihat antusias dan menikmati kegiatan-kegiatan selama proses pembelajaran sehingga kelas terlihat hidup dan tugas-tugas yang diberikan dapat diselesaikan dengan baik, dan (2) hasil belajar siswa kelas V SD Negeri Wonosalam 1 Kecamatan Wonosalam Kabupaten Jombang dalam mengikuti pembelajaran menulis deskripsi dengan model *explicit instruction*. Hasil dari siklus I, nilai rata-rata kelas mencapai 64,82 dengan kategori cukup. Pada siklus II nilai rata-rata kelas mengalami peningkatan menjadi 75,65 atau dengan kategori baik, artinya terjadi peningkatan sebesar 10,83 dari siklus I ke siklus II dan hasil yang dicapai tersebut sudah melebihi target yang telah ditetapkan. Peningkatan nilai rata-rata ini membuktikan keberhasilan pembelajaran menulis deskripsi dengan model *explicit intruction*.

ABSTRACT

Sunawan. 2026. *Improving Descriptive Writing Skills Using the Explicit Instruction Model for Fifth Grade Students of Wonosalam 1 Elementary School, Wonosalam District, Jombang Regency.* Theses. Indonesian Master of Language and Literature Education Study Program, Post Graduate Program, Universitas PGRI Madiun, Advisor (I) Prof. Dr. Bambang Eko Cahyono M.Pd; (II) Dwi Rosita Sari, P.hD.

Keywords: *writing, description, learning models, and explicit instruction*

This study aims to describe and explain (1) the application of the explicit instruction model can improve the descriptive writing skills of fifth-grade students of Wonosalam 1 Elementary School, Wonosalam District, Jombang Regency and (2) the learning outcomes of fifth-grade students of Wonosalam 1 Elementary School, Wonosalam District, Jombang Regency in participating in descriptive writing learning with the explicit instruction model. This study is a classroom action research with two research cycles. The conclusion of this study is (1) the application of the explicit instruction model can improve the descriptive writing skills of fifth-grade students of Wonosalam 1 Elementary School, Wonosalam District, Jombang Regency. This can be seen from the results of the non-test which includes the results of observations, journals, interviews, and photo documentation. Students who in the first cycle tended to be passive, lazy, and underestimated the explanations and assignments from the teacher changed to being happy, active, and serious in the learning process. In addition, they also looked enthusiastic and enjoyed the activities during the learning process so that the class looked lively and the tasks given could be completed well, and (2) the learning outcomes of fifth-grade students of Wonosalam 1 Elementary School, Wonosalam District, Jombang Regency, in participating in descriptive writing learning using the explicit instruction model. The results of the first cycle, the average class score reached 64.82, categorized as sufficient. In the second cycle, the average class score increased to 75.65, categorized as good, meaning there was an increase of 10.83 from the first cycle to the second cycle and the results achieved exceeded the set target. This increase in the average score proves the success of descriptive writing learning using the explicit instruction model.